INNER CITY INITIATIVE
Education, Training and Employment

COMPENSATORY SUPPORT PROGRAM

SUMMARY

MARCH, 1987

WINNIPEG CORE AREA INITIATIVE

Manitoba Education

INNER CITY INITIATIVE

The "Inner City" is an urban environment that has unique characteristics and needs that often require specialized programs. Recognizing the need for a new approach to inner city education and training requirements, Maureen Hemphill, the former Minister of Education announced in June, 1985, the creation of the Inner City Education, Employment and Training Initiative.

The Inner City Initiative combines activities of three distinct inner city programs, these are:

- Manitoba Education Compensatory Support Program
- The Winnipeg Core Area Initiative Education Development Fund
- The Core Area Training and Employment Agency.

The Inner City Team is a relatively new component.

It is a seven person team who work cooperatively with the largest inner city school division, Winnipeg No. 1 as well as other urban school division who demonstrate the same high need usually associated with the Inner City, to provide program support for students, and teachers. Many of the special characteristics of the inner city such as high rates of students failure and drop out, high transiency rates, low performance indicators all point out the need to develop an effective and concerted support program to improve the quality of education of inner city children and ensure their equal opportunity for educational success.

In addition the team works closely with parents teachers and administration to ensure:

- Greater parental involvement in the education of their children.

- The provision of support for teachers in the area of Language Development and Curriculum Adaptation.

- The development of appropriate programs for the schools to reflect the diverse cultural and linguistic heritage of inner city schools.

The team possesses a variety of background and skills required to address inner city education.

The Inner City Initiative constitutes a major reorganization for Manitoba Education. The team administers the Compensatory Support Program, the Native Language Development Grant and coordinates the delivery of resources earmarked for inner city education for Manitoba Education. $1.9 million was available in 1986 to support education program efforts in Winnipeg's designated inner city schools and in other urban schools that demonstrates "inner city characteristics " usually associated with the Inner City.

In addition $200,000.00 is earmarked to support special initiatives.

- Projects that are developed jointly by Manitoba Education and local educational jurisdictions that are not necessarily school specific.

- Projects that are developed by organizations or groups other than school divisions. All projects, however, must support activities aimed at Compensatory target groups.

Many projects initiated by local schools, school divisions and community groups are funded through the grant. Projects cover a wide variety of program areas such as curriculum development, computer labs, counselling, migrancy, parent child centres, early school years, language development programs, student attendance supports, and teacher training in child abuse prevention.

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Winnipeg School Division No. 1

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Winnipeg School Division No. 1

A Curriculum Development Support Project

Argyle

The Curriculum Development Support Project at Argyle School for the Urban Studies Program is a 2 year certificate program at the Grade 10 and 11, 04 and 05 levels. Students who have not completed Grade 9 and those between 15 and 19 are eligible.

The Curriculum Development priorities include development of:

1. Thematic Units. Topics drawn from Social Studies and Lifeskills areas would incorporate language arts, mathematics and art.

2. Lifeskills: Skills in communication, decision making, interpersonal relations, family life, consumerism, home management, use of leisure time.

3. Core Subjects: Continued articulation of the components for Language Arts and Math in year 1 and year 2 Urban Studies.

4. Community - Making staff and students aware of community resources utilizing community resources.

Curriculum Development/Adaptation Project

Aberdeen

At Aberdeen School the Curriculum Development/Adaptation Project was designed to address the program needs of students and involved the adoption and implementation of a language based curriculum.

The stages include:

1. Identifying and hiring a project coordinator.

2. Establishing a materials and collection centre.

3. Developing and implementing a transition program for new students.

4. Developing/implementing a program that integrates the Practical Arts with Academic program.

5. Developing/implementing a language based Life Skills Program for all students.

6. Developing and implementing a process to secure information on needs from students and parents. In stage 1 of the Project, 5 working groups were established and were responsible for addressing one of the priority needs identified.

In addition to continuing development and implementation and monitoring of stage 1 objectives the following needs were identified as stage II of the Project.

1. Developing an Individual Education process.

2. Designing and developing curriculum that is language focused and interdisciplinary in nature.

3. Designing and developing interdisciplinary program at first year level.

4. Developing and implementing curriculum component to address social and emotional needs of students.

5. Designing a diagnostic testing procedure and identifying appropriate testing instruments.

6. Developing and implementing a literacy program process.

Gifted and Talented Program

Cecil Rhodes

The Challenge Program was introduced at Cecil Rhodes No. 1 in the fall of 1985. The program was designed for students in Grades 7 to 9 who demonstrated special talents or abilities. It provides an opportunity for these students to participate in individualized activities which are often difficult to provide in a regular classroom setting.

Pre-Employment Program

Argyle

The Argyle Pre-Employment Program addresses the needs of high risk school students in Winnipeg's Inner City. The program provides work experience, academic skill development, life skills and personal growth for students involved.

Language Arts Support Program

Fort Rouge

A half time teacher works with staff, primarily through teaming to provide activities and materials to enhance parental involvement in their children's learning in the area of Language Arts.

Authors-In-Residence

Aberdeen/Hugh John Macdonald

A published author spends three days a week in direct student activities to do with writing. The author also gives after school in-services for teachers. This program will includes Hugh John Macdonald, Isaac Newton, and Aberdeen Schools.

Writing To Read

Weston

The IBM K-1, Writing To Read System, is a computer based system designed to develop students' skills through their own writing. It is based on the philosophy that as children learn to write they learn to read understanding that these two processes are interdependent ways of expressing meaning.

The program operates in the Weston School and consists of a computer-based instructional program station, correlated student work journal station, typewriters for story writing station and a work study area station. Students spend up to 1 hour per day rotating through the stations.

Greenway and Principal Sparling

The Early School Years Language Development Projects funded through Compensatory Support Program operate out of King Edward, Greenway and Principal Sparling. The focus is on language development for nursery, kindergarten pre-primary and Grade 1 students. Components include language development aides in the three targeted schools; and the establishment of a parent volunteer group to provide language development activities at Greenway and Principal Sparling. Evaluation design will provide comparison data with the Early School Year's Project.

Parent Child Centre

Pinkham/River Elm

Rationale:

Parent/Child Centres are drop-in-centres for parents and preschool children. Four component common to each centre:

1. A Drop-In-Play Area
2. A Toy and Book Lending Library
3. A Parent Resource Centre
4. Parented initiated workshops and special events

The Centre's are informally structured and create a warm non-threatening environment that encourages parental input and involvement in all aspects of the program.

The purpose of the Parent/Child Centres is to strengthen, support, and provide needed resources to parents of preschool children so that they can ensure the overall development of their children during the first five years of life.

We recognize the difficult job of parenting and respect families for their individual nature. Though all five centres are located in Winnipeg's Inner City, each is surrounded by a unique community with specific needs. To ensure that these needs are met the parent users determine the day to day programming at each centre. Though the programs may vary from centre to centre, all five centres strive to achieve the same basic goals. These five basic goals are as follows:

1. To enhance healthy relationships between parents and their preschool children.

2. To provide positive play opportunities for preschool children in their neighborhood.

3. To facilitate the development of parental initiative, involvement, and ownership in all aspects of the centres operation.

4. To facilitate the development of support networks for parents in the community.

5. To develop and maintain professional relationships with community resources consultants, employers, and co-workers.

Migrancy/Attendance Programs

A. Elementary Schools

John M. King, Mulvey, Strathcona, Victoria-Albert, Machary, Dufferin, David Livingstone, Norquay and William Whyte are funded to hire migrancy teachers to provide supports for students and parents who move from school to school... and for teachers who receive these students.

The objectives of the Migrancy Program are:

1) Orientation of the student and parents;

2) formal and informal assessment of students who transfer into each school and assigning the most appropriate classroom placement based on this assessment;

3) establishing a communication link with the previous school; and,

4) responsibility for new student follow-up to insure that programming needs are being met.

B. Junior High Schools

Aberdeen

The Aberdeen migrancy program provides:

1. Assistance to the students, the school and the family related to the difficulties inherent in multiple school transfers including registration, assessment, orientation and follow-up;

2. Reduces the stress and the accumulative negative effects of frequent transfers on both the student and the school.

Attendance Aide

St. John's School

The Attendance Aide's objective is to reverse the absentee rate. By phoning as many names of non-attenders as possible every day and visiting homes where no phone contact is possible. The purpose ultimately is to prevent students from developing chronic attendance problems, inform parents on a regular basis when students are absent and to determine, where possible, the reason for absenteeism and with other staff attempt to change those that are school or program related.

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Strathcona

Two teacher aides are funded to provide:

1) additional human resources to work with children in a classroom setting;

2) to promote greater parental involvement in education.

3) to assist in local curriculum development projects.

4) to help address the needs created by the high migrancy rate. The community teacher aides spend 50% of their time in school based activities and 50% in community based activities.

Counselling Program

Elementary Schools;

Since September, 1984, Elementary Counsellors have become an integral part of the school based support services teams in nine inner city schools; David Livingstone, Dufferin, King Edward, Machray, Pinkham, Norquay, Strathcona, Victoria-Albert and William Whyte.

Counsellors in these schools work with children, teachers, other support staff and parents in areas relating to social, emotional, behavioural and intellectual development. The focus is to provide developmental programs, and to use preventative approaches rather than exclusively crisis intervention and remediation approaches.

Peer Counselling

Hugh John Macdonald

The Peer Counselling Program at Hugh John Macdonald School provides training, experience and ongoing supervision in communication and interpersonal skills to selected students. The peer counsellors are not expected to be therapists or professional counsellors, but will be able to facilitate the personal growth and decision-making skills of their peers and to refer them for additional help when appropriate.

Counselling for the Multicultural Reality

Counselling for the Multicultural Reality is an intensive 30 hour training program designed for counsellors, teachers, administrators.

To support, and improve the delivery of counselling and educational services to students and their families from native and diverse ethnocultural backgrounds in inner city schools.

Computer Labs

The purpose of Core Area Microcomputer Education Lab (C.A.M.E.L.) is to establish an integrated computer learning centre within 4 school environments (Strathcona, King Edward, Margaret Scott and Faraday).

The lab is designed to provide hands-on experience for the greatest possible number of Core Area children. The classroom teacher also learns of the potential of the computer as a classroom tool.

A community element is built into the program and evening and summer session classes are offered to interested parents and other community members.

Computer Assisted Learning

<u>Dufferin</u>

A teacher aide assists the Primary Assessment Class teacher and works directly with students at the computer assisting them with their learning and with computer skills.

Alternative Programs

Wi Wabigooni

Wi Wabigooni is a Saulteaux expression meaning "the flower just beginning to open."

Wi Wabigooni is an alternative setting for Native children of elementary school age. Its objective is to provide a meaningful alternative education experience of academic studies, individualized instruction and social, recreational and cultural attitudes. It encourages families to assume an active role in decisions facing their children.

Wi Wabigooni is located in the newly renovated Logan House.

Program for Adolescent Parents and Infant Development

This program located in the basement of St. Stephen's Broadway United Church, serves approximately 15 adolescent parents and their children - infants and toddlers aged 4 months to 2 years of age. It combines individual academic instruction at the secondary level, nutrition, parenting and life skills, for the parent with an appropriate program for their children. Compensatory funds 3/4 time teachers and a full time teacher aide.

Special Needs

In order to meet the educational needs of a group of children for which the regular classroom setting is an inappropriate placement, eight core area schools, (William Whyte, Dufferin, Norquay, David Livingstone, King Edward, John M. King, Machray and Wellington) receive funding from Compensatory Support Program for their special needs classrooms, which have been established with low pupil teacher ratios.

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English Language Development for Native Students

NON-WINNIPEG SCHOOL DIVISION NO. 1

Pre-School Enrichment and Readiness Program

Brooklands School (St. James-Assiniboia No. 2)

The program is in its third year of operation. A Nursery teacher provides a school readiness program for children four years of age, as of December 31, and an extended full day kindergarten experience for children identified as "at risk" as a result of the Kindergarten Early Indentification Program. Both programs provide an enriched learning environment designed to meet the needs of its students. Parental involvement in the program is encouraged.

Elementary Counselling Program

Stevenson/Brittania (St. James Assiniboia No.2
O.V. Jewitt and Elwick (Seven Oaks No. 10)

Each program is staffed with half-time positions. The programs help students with their social and emotional development. The counsellors are responsible for establishing and maintaining services and programs. They counsel individual and groups of students and work collaboratively with school and social service personnel as well as with parents.

Transition to a Second Chance

Marymound School (Seven Oaks No. 10)

A Transition Coordinator is provided to support the reintegration of students into the various school systems. Activities for students in transition include: counselling, school visitation and academic support. In re-integration the coordinator monitors the student's experience and assists community school staff as needed.

Community School Liaison Program

Victor H.L. Wyatt, Victor Mager (St. Vital No. 6)
King George V, Archwood (Norwood No. 8)
Hampstead (River East No. 9)
Regent Park (Transcona-Springfield No. 12)

The program staff consists of one liaison worker at each school site. The purpose is to develop a system that promotes the participation of parents, community and school in programs based on identified needs. Programs maximize the use of existing resources in the school and community to create a more supportive learning environment for learners.

Language Development Program

Marion School (St. Boniface No. 4)

The program is intended to meet the needs of primary children who enter school with moderate to severe language development delays. An instructional aide is trained to carry out the program set up by the classroom teacher and/or language therapist. Opportunities are provided for students to use oral language and to transfer learned vocabulary to school learning. A more positive self-image encourages these children to participate more willingly in classroom and group discussions. The program is in its second year of operation. The Division currently provides matching funds for a similar program located at Frontenac School.

Learning Assistance Program

Marion School (St. Boniface No. 4)

The program provides opportunities for academic success that enhances self-esteem among students who have attended a number of schools, are 2 years behind grade placement and/or who are learning disabled requiring modified programs of instruction. A full-time teacher provides instructional support within the regular classroom as well as planning and implementing modified programs in language arts and mathematics.

Migrancy Aide

Hampstead School (River East No. 9)

A Marginal Student Program has been developed by the Division. Two instructional aides, one funded by Manitoba Education, provide instructional assistance to the program. Working with classroom teachers they provide learning opportunities to individual and small group of students.

Sexual Abuse Prevention

Division Wide (Seven Oaks No. 10)

The program provides students with opportunities to demonstrate verbal and nonverbal assertiveness skills and ways of coping with difficult or potentially exploritive situations. In addition to skill building students are given information pertaining to resource people who can provide personal assistance.

English Language Development for Native Students

The Language Development Support Program for Native Students, known in Winnipeg School Division as English Lanugage Development for Native Students (E.L.D.N.S.) is a program funded by Manitoba Education and introduced in 1984. Funds are provided to support additional program initiatives for native students identified as having a level of English language that deters them from receiving meaningful classroom instruction.

The goal of the program is to improve the opportunity for student success in the educational system by providing additional language development support.

During the school year 1985-86, Manitoba Education and Winnipeg School Division jointly reviewed the program in order to further strengthen, expand, and ensure greater flexibility in the delivery of the ELDNS program for inner city students.

Currently programs operate at David Livingstone, Strathcona, William Whyte, Dufferin, King Edward, Machray, Mulvey, Victoria Albert, Greenway, Weston, Shaughnessy Park, Cecil Rhodes, Pinkham, Norquay, Fort Rouge and Champlain Schools.

At the secondary level, new programs are being implemented at Aberdeen, Argyle, Churchill, Gordon Bell, Hugh John MacDonald, Isaac Newton, R.B. Russell, Tec Voc Schools with plans to include St. John's School in January, 1987.